MR. K. SIVARAMA PANIKKAR (*Shertallai*): Sir, I rise to a point of order. From the agenda paper distributed yesterday, I find that questions Nos. 286 and 290 will also be answered. But they have not been answered.

MR. T. P. RAMASUBBA AIYAR (*Secretary to Government*): Question No. 286 has ben answered. You will find the answer in the printed list.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): May I know the serial number of the question?

MR. T. P. RAMASUBBA AIYAR (*Secretary to Government*): It is No. 118 in the printed list of Questions and Answers.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): But there is no number against that question.

MR. T. P. RAMASUBBA AIYAR (*Secretary to Government*): That is the work of a printer's devil. It will be found that question No. 118 corresponds to No. 286 in Notice No. V.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Then what about 290?

MR. T. P. RAMASUBBA AIYAR (*Secretary to Government*): It was included in the agenda in the hope that the answer would be ready; but the answer was not ready to be included in the list of questions and answers.

RESOLUTIONS ON MATTERS OF GENERAL PUBLIC INTEREST.—(*contd.*)

TRANSFER OF TEACHERS FROM VERNACULAR TO ENGLISH SCHOOLS.—(*contd.*)

PRESIDENT: We will now proceed with the discussion on the second resolution.

MR. G. RAMAN MENON (*Mavelikara cum Kartikapalli*): Sir, the resolution moved by my friend Mr. Narayana Pillai appears to me to be a very moderate and reasonable one. It is also highly practicable. My revered teacher Mr. Krishnaswami Aiyar was also sympathetic towards the object of the resolution. I infer from this that the attitude of the Government is also the same. But certain difficulties were pointed out by Mr. Krishnaswami Aiyar. I shall try to meet them and try to find a way out of those difficulties. Before doing so, I should like to bring to the notice of the House that the wording of the resolution includes not only the case of School Final men and F. A. or Intermediate men who are employed in the Vernacular schools but also that of others. The teachers employed in the Vernacular schools receive a pay which is very much less than what the teachers in English schools with the same qualifications receive. All that the resolution says is that "in view of the wide disparity that now exists in the pay and prospects of teachers employed in the Vernacular schools and the English schools even when their qualification is the same" etc. That is all that the resolution says. That does not mean that it applies only to School Final men. To my knowledge, there are others also who are in a similar predicament. For example, there are other persons

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who have passed the Sastri Test, the Vernacular Higher Examination, the Vidwan Examination and other examinations. Persons with these qualifications are employed in Vernacular schools as well as in English schools. Those of them who are employed in English schools as *Munshies* get a far higher pay than those of them who are employed in Vernacular schools as teachers, *Munshies* or even Headmasters. So the case of all these gentlemen should be brought under this resolution and I hope Mr. Narayana Pillai will press their case also when he makes his reply. That is, in filling up vacancies in English schools, the claims of all teachers with similar qualifications who are eligible for appointment in English schools should be taken into consideration and preference should be given to these teachers, whether it be for filling up places of *Munshies* or of ordinary teachers. As regards the difficulty pointed out, it was said that the ability of the average under-graduate teacher in English schools is higher than that of the under-graduate teacher in the Vernacular schools. I am not sure whether this is so. I fear it is a mere assumption. But even granting that it is so for argument's sake, it is no objection to the course suggested by the resolution, namely, to prefer qualified teachers already employed in Vernacular schools to callow youths, fresh from the schools, in making first appointments. It is only with regard to the first appointments that the resolution applies. The resolution is quite practicable and quite natural. The teachers employed in Vernacular schools for teaching English will certainly be more efficient than fresh importations of School Final men. In this connection, I should like to point out that a mere consideration of a few marks should not be the final test by which teachers should be recruited. But when there are men with greater experience in the department itself, they should be preferred to men who may, probably in some other year, have got two or three marks more than a teacher with sufficient experience and qualification. So mere consideration of marks should not stand in the way of these teachers in Vernacular schools being appointed on higher pay in the English schools.

Another difficulty suggested was that there are several acting men in English schools who have to be provided for when vacancies in English schools occur. This difficulty too can be got rid of. The qualified and experienced teachers in Vernacular schools can and should be appointed to English schools and the comparatively callow men could be appointed to places in the Vernacular schools. Of course, for doing this, the co-ordination of the control of Vernacular and English schools is necessary. It is necessary for other and more vital needs of education as well. I suggest that the authorities and the Government should take courage in both hands and effect this very important co-ordination. I do not know whether this matter is within the scope of the committee appointed for suggesting ways and means for revising the pay of the Vernacular school teachers. It seems to me that a committee is required for the consideration of the whole educational policy of the

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State and the administration of the Education Department has to be changed so as to suit the actual needs of the common people. I cannot deal with this question at present.

From these considerations it is quite clear that there is no objection at all for Vernacular school teachers being appointed to vacancies in English Schools when they occur. I agree with Mr. Krishnaswami Aiyar in thinking that the true and effective remedy is to fix the same pay for teachers in Vernacular and English schools possessing the same qualifications. If the Government will undertake to do so at least with reference to the Education Department—of course, it is required as regards other departments as well—I believe Mr. Narayana Pillai will have no objection to withdraw his resolution. (Mr. P. K. Narayana Pillai; *Hear, hear.*) The Government will have no great difficulty in doing so; they can provide the money very easily for this purpose out of the balance of about Rs. 21 lakhs for 1101. But until this is done, the Government should not have any objection to accept this resolution. It seems to me that it is a very moderate and reasonable request. So, I support this resolution.

MR. K. K. THOMAS (*Kottayam*): Sir, I beg to support the resolution placed before the House by Mr. P. K. Narayana Pillai. I do so on grounds of fairness, equity and justice. The lot of the English teacher in Vernacular schools deserves the utmost consideration at the hands of the authorities. Here we have two classes of teachers who enter the two branches of the same department with the same initial qualifications and who do the same sort of work, mostly in the same language. On the one side, we have the English teacher in the Vernacular school who has to jog on with the starvation allowance of Rs. 18 who for the major part of his life has to live and move and have his being in uncongenial surroundings, while, on the other side, you see his brother in the English school, with the same qualifications and doing the same sort of work starting on a comparatively better pay of Rs. 25 rising to Rs. 50 and eventually to Rs. 75.

I would request this House to consider whether this sort of invidious distinction between men of the same initial qualification and doing the same work in the same department in two branches is just. Now, as observed by Mr. P. K. Narayana Pillai yesterday, a mere statement of the fact alone is enough to convince this House of the justice and reasonableness of this request. Mr. Krishnaswami Aiyar, though he conceded that the qualification of these two kinds of persons is almost the same in the initial stages, there may be some difference—some superiority in the average ability of the teacher in the English school. I am not at all convinced that it is really so. If there be, it may be due to the subsequent advantages and opportunities peculiar to the English school. This question has been the subject of agitation for a long time in successive sessions of the Assembly by Mr. Mammen Mappillai, Vakil, Tiruvalla, and by the deputation that waited on the authorities.

It is a rule well-recognised by the Government that those who do the same work should get the same pay. It was in recognition of this wholesome principle that they equalised the pay of the Indian Professors

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[Mr. K. K. Thomas.]

of the college which was very much below what was given to the European Professors. It was again on this principle that the pay of the Indian Judges of the High Court was placed on a par with that of the European Judge, in the days of Sir P. Rajagopalachari. If this principle has been accepted in the case of higher officers, I submit that it is high time that we extend the principle to the poor English teacher in Vernacular schools also and afford him a chance of rising to a higher position. This does not involve any additional expenditure to the Government, for the course suggested is only to promote them to the vacancies arising in English schools.

Mr. Krishnaswami Aiyar accepts the justice of this claim. His argument is based on the inconvenience and the hardship that will be caused to the men who have acted as teachers in English schools. The answer is: "Let them be entertained in the Vernacular schools. Most of these teachers whose cause we plead have spent years in the Vernacular schools. The practice is not a novel one. The Assistant Inspector of Vernacular schools is usually promoted to the English school branch. Graduates who start in Vernacular schools as teachers are drafted to the English school branch in a few years. Then why is this invidious distinction shown in the case of the Vernacular school teachers alone?

Mr. Krishnaswami Aiyar fears that the efficiency of the English school may suffer. Any day, a teacher who has years of experience as a teacher, will be better as a teacher than an undergraduate fresh from the school. It is also seen from the results of the Training College that many of these men are at least equal to, and some of them better than, the students coming for training from English schools. Then why not give them also the opportunity of serving in the English schools?

I do not attach much weight to the objection that there is a great difference in the standard of attainments between these two classes of teachers. The standard of comparison being only the marks obtained in the Examination, I do not know how this could be really so. The standards vary from year to year, and it is not fair to compare the undergraduate of ten years standing to one of the present day.

With regard to the chances of these teachers in the Vernacular school branch, I think very few of them can ordinarily rise to the position of Headmasters. Most of them have put in 12 or 13 years' service. The length of life necessary to survive the Rs. 18 band is naturally denied to them, and the Director stated that no preference will be given to the English teachers in Vernacular schools in the matter of promotion. For all these reasons, I submit that there is no appreciable difficulty in adopting the course suggested and I commend the resolution for the acceptance of this House.

MR. K. C. MAMMEN MAPPILLAI (*Commerce and Industry, North*): After the conciliatory reasoned and sympathetic reply given by the Director of Public Instruction, I came to the conclusion that the difficulties in the way of carrying out this resolution are not very great. A slightly more considerate view would bring the two points of view into the

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same line. It is not contended that absolutely incompetent persons should be taken into English schools. For the matter of that, they should not be retained even in the Vernacular schools. There has always been in the past a tendency to look upon the Vernacular school as the Cinderella of the Education Department and the teaching of the vernaculars has always been treated with contempt and indifference. It is only recently that a realisation of the very important place that Vernacular education holds or should hold in the scheme of education has dawned and I freely admit that things have improved very greately from the days when we were studying in the Vernacular schools. But still, a great deal remains to be done. It is not to be supposed that because a certain teacher has been teaching in the Vernacular school for a very long time his natural intelligence or capacity is thereby diminished. On the other hand, my own experience of these teachers is that those who have to carry on their work mainly in Vernacular schools have their wits sharpened much more than in the case of teachers who have to carry on their work in an imperfectly comprehended medium of expression. In fact, a great deal of the energy, the freshness and the vitality of these teachers are eaten up and dissipated in the attempt to grapple with an unmanageable steed like the English language. On the other hand, if they are at liberty to deal with their subjects in their mother tongue, their wits are considerably sharpened and they become more capable of discharging their duties. I for one should strongly protest against the idea that teachers in Vernacular schools with identical educational qualifications are rendered unfit for doing the same kind of work. As a matter of fact, I think it is the general testimony that a very large number of teachers in the Vernacular schools are highly competent persons though they cannot show their capacity throughout the State. One is surprised when one comes across teachers in Vernacular schools who, if only they had some high degree, would have done justice as Professors, Principals and Directors and owing to their *karma*, probably, they are destined to plod on in humble spheres. If really capable persons remained in the Vernacular schools it ought not to be regarded as a stigma. It is the sincere conviction I have formed after knocking about the country a good deal and coming into contact with all sorts of persons. With regard to their merits, I was reliably informed that in the same batch of training students selected this year or last year, the School Final men from the Vernacular schools have got much better marks than the School Final men from the English schools, and it has also been shown repeatedly that the idea of these Vernacular school teachers being men of lower educational qualification was exploded. Mr. Krishnaswami Aiyar says that, generally, when a person applies for a place in the English school but is rejected as incompetent he is taken into Vernacular schools. If the history of these various appointments be carefully scrutinised, it will be found, I make bold to assert, that this is not altogether an accurate description. Appointments are made on other grounds also and not merely on the grounds of merit. Therefore, it cannot be said that when a person applies for a place in the English school and is appointed there, he must be a better person educationally than another

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person who was refused admission in the English school department and who got a place in the Vernacular school. There are influences—favoritism and ever so many considerations—which go to the making of appointments. It may be the fact in an ideal state of things—that appointments are made solely on merit. But knowing the conditions in Travancore as elsewhere, we cannot suppose that in every case the principle must have been rigorously adhered to in making appointments.

It is not therefore mere marks alone that should be taken into consideration. Here are a set of people, about 150 in number. They have been teaching in the Vernacular chools. The best way for the Director is to see whether they are competent. Now, we have got a co-ordinated head for the whole department who is not partial either to English schools or to Vernacular schools and to whom both the teachers of the English and Vernacular schools look for Justice and fair treatment. It is quite easy for the Director of Public Instruction to judge the capacity of these teachers by the results turned out by them and by the way in which they do their class, and if he finds them to be quite fit and satisfactory in discharging their duties, I am sure Mr. Krishnaswami Aiyar will admit that the accident of their having obtained a smaller number of marks in an examination should not be considered as a bar to their getting promotions. Some may say they are already better off because even graduates are rotting without getting appointment. But that is not the point at all. Some time ago Indian Professors here were not getting the same salary as the European Professors and there was a good deal of discontent but the Indian Professors in Travancore were given the same salaries as the European Professors. Still they cry out that their pay is not the same as the pay of Professors in British India.

Let us consider the position. Here there are a number of School Final men of long service in the same department and in the same State and simply because they happen to teach in the Vernacular schools of the country which ought to be more important and more valuable in the eyes of the public, they are considered to be men branded with the stigma of inferiority. I am sure this is a very great injustice. It is not justified by facts. It will not encourage really competent men to go over to Vernacular schools. In fact, they ought to encourage the very best men to go to Vernacular schools. In Germany and other countries, the very best products of the University are sent to the very lowest classes, because it is there that the foundation of education is laid well and truly. On that principle, the very best men should be encouraged to go to Vernacular schools. Now, Mr. Krishnaswami Aiyar says that there are several persons in English Schools who have been acting and who have not yet been permanently provided for. If they are competent men, why not give them places in Vernacular schools as suggested by Mr. Raman Menon, and why not take these English teachers in Vernacular schools to English schools whenever vacancies occur? I am sure that the acting men in English chools would rather prefer to get permanent posts in the Vernacular schools than getting no places at all. The grievances felt

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by the English teachers in the Vernacular schools are more deserving of consideration. I am sure that this is not at all a very difficult or complicated problem. Utterly incapable men need not be thought of. But those who are proved to be capable of doing good work in Vernacular schools should be given chances of promotion to the higher grade in English schools and these acting men in English schools of whom Mr. Krishnaswami Aiyar spoke sympathetically should be given permanent places in the Vernacular schools. Here is a schoolmaster, an E. S. L. C. holder, who has been drawing Rs. 15 or Rs. 18 for the last 12 or 13 years and here is another who has been his pupil and who passed only last year and he is offered Rs. 25 to Rs. 50 in an English school though the latter will be glad to start on a permanent pay of Rs. 18 in the place of those teachers who have put in a number of years' service in the Vernacular school department.

MR. C. P. THOMAS (*Nominated*) : Sir, I have great pleasure in supporting the resolution brought forward by Mr. P. K. Narayana Pillai. I am glad that the general principle underlying the resolution has been accepted by the department. But the Director of Public Instruction pointed out certain difficulties in carrying out this in practice.

His first objection was that the teachers in English schools have superior qualifications compared to the teachers in the Vernacular schools. But it must be remembered that while the Inspector of English Schools makes this claim on behalf of the English school teachers, I am sure the Inspector of Vernacular Schools will not admit that claim. As has already been observed by some of my friends, it might be that the Inspector of English Schools has bestowed some care to choose those applicants who had obtained a greater number of marks. But I may point out that the difference in the number of marks obtained ought not to be the guiding standard whereby the merits of teachers are to be judged. What I would suggest is that the merits of teachers should be judged by their work in schools for a definite period.

Mr. Krishnaswami Aiyar said that it would not be possible to promote automatically the teachers of Vernacular schools according to the length of their service. I may assure him that we are not anxious that these Vernacular school teachers should be given automatic promotions to the English schools according to their seniority. They might be promoted according to their merits.

Another serious objection that was raised by the Director of Public Instruction was that the nature and the scope of the work of these two sets of teachers are not the same. In reply to that argument I may point out that an examination of the courses of study prescribed for the Preparatory Class, Form I, and Form II of the English schools, by the side of the courses of study prescribed for classes V, VI and VII of the Vernacular schools, will show that the syllabus in the one case is practically the same as that in the other. We have also to remember that up to and including Form II, all non-language subjects are taught in the Vernacular even in the English schools. There is therefore no reason to doubt, at least in the case of the teaching of the non-language subjects, that the work of the Vernacular school teacher is not as arduous as that of the same kind of teacher in the English schools.

As regards the English syllabus also, it has to be observed that the courses of study prescribed for the Preparatory Class, Form I and Form

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II are exactly the same, I should say, as those prescribed for classes V, VI, and VII of the Vernacular schools. There is therefore no reason to hold, as far as these classes are concerned, that the work done by the teachers of Vernacular schools is in any way different from that of similar teachers in the English schools. It may be said that, as a matter of fact, it has been found that the standard of English in Vernacular schools is inferior to that of the English schools. But the reason for that is not the lack of efficiency on the part of the teachers. Till very recently, English in the Vernacular school department was being neglected and that department was not supplied with the necessary number of qualified teachers. It was only three or four years ago that the attention of the Education Department has been turned to that direction and adequate steps have been taken to supply qualified teachers to the Vernacular school department also. I am sure that, as the result of this change in the outlook of the department, the proficiency of the teaching of English in the Vernacular schools would have improved considerably. Moreover, even if it is found that some of these Vernacular school teachers are not quite proficient in the teaching of English, the time-table could be so arranged as to give such teachers more work in non-language subjects, the teaching of English being left to those teachers who are proficient in teaching English. That is a matter which the Headmaster of each school can very easily arrange. He can easily find out those teachers who are competent to teach English and entrust them with that work, leaving the work of teaching the non-language subjects to others who are not proficient in teaching English. That is a very simple matter and could be very easily adjusted.

Another very serious objection that has been raised is the lack of sufficient number of vacancies. Mr. Krishnaswami Aiyar pointed out how during the last two or three years it has not been possible to appoint even a single new permanent teacher in the English schools and how several teachers who have been acting for even five or six years have not been able to get permanent places. The remedy for this difficulty is very simple. Whenever there is a permanent vacancy in the English schools, a permanent man in the Vernacular schools might be appointed in that place in the English school and the man who has been acting in the English schools might be given the permanent place in the Vernacular schools. Now, Sir, every year there are about twelve or more—I am not sure of the number—temporary vacancies occurring in the English school department on account of the teachers that are drafted for training. The teachers who have been serving for a number of years in the Vernacular schools will be very thankful if they are appointed to act in these temporary vacancies. If this is done, new recruits may be appointed in their places in the Vernacular schools. Therefore, if the Education Department is anxious to help these young men, there are ever so many ways of doing so.

It has been stated that the atmosphere of the Vernacular schools is in a way not so high as that of the English schools. There might be some truth in that. But considering the supreme importance of Vernacular education in the progress and advance of this country, I say it is all the more necessary that an attempt is made to improve

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the atmosphere of the Vernacular schools. One of the means of improving the atmosphere is to make arrangements for improving the pay and prospects of the Vernacular school teachers, and to bring them on a line with those of the English Middle school teachers. It is all the more necessary when we consider the similarity between the syllabuses of the two sets of institutions. I know that some years ago Assistant Inspectors of Vernacular Schools were allowed to remain in that branch of the department for a long time so that when they asked for promotion to the English school branch they were told that they were long out of touch with English and that therefore they could not be expected to do efficient work in the English schools. This sort of argument is certainly unfair. I am glad that the department has recently rectified that mistake. Now they send out English School teachers as Assistant Inspectors of Vernacular Schools and after three or four years such teachers are drafted again to the English schools in order that they may be in touch with both kinds of work. For these reasons, I have very great pleasure, Sir, in supporting the resolution.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): May I know whether he upholds the idea of transferring E. S. L. C. holders in Vernacular schools to English schools or retaining them in the Vernacular schools and increasing their pay and prospects there?

MR. C. P. THOMAS (*Nominated*): With regard to that, what I have to say is that if the pay of the teachers in the Vernacular schools can be brought up to the standard of the pay of the teachers in English schools, by all means, they may be allowed to remain in Vernacular schools. Perhaps that is the easiest way of solving the problem. But what I fear is that, on account of the low fees levied in Vernacular schools and the high expenditure on Vernacular education, it may not be feasible. Certainly, if that is feasible, that would be the easiest way of solving the problem.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Does he think that the E. S. L. C. holders in the Vernacular schools are as efficient, as teachers, as those in the English schools?

MR. C. P. THOMAS (*Nominated*): I do not see why they should not be as efficient as those in the English schools.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): When we transfer good teachers from the Vernacular schools on promotion to the English schools, for that reason, will not the standard of the Vernacular schools go down?

MR. C. P. THOMAS (*Nominated*): That difficulty might be remedied by my scheme for interchange of teachers in these two departments.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): May I know the member's idea as to the proposition of substituting these E. S. L. C. holders by V. H. men?

MR. C. P. THOMAS (*Nominated*): The V. H. men belong to the middle school department.

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MR. K. SIVARAMA PANIKKAR (*Shertallai*): May I point out to the member that if the V. H. men are put in these places, they will have the chance of being transferred to the English schools where their salary will rise up to Rs. 40 ?

MR. C. P. THOMAS (*Nominated*): I do not see the member's point.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Is the member aware that V. H. men get a pay of Rs. 40 as soon as they are taken into the English schools as *Munshies* ?

MR. C. P. THOMAS (*Nominated*): According to the present system it cannot but be so.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Is the member aware that when V. H. men are taken into the English schools they are getting a pay of Rs. 40 as soon as they are taken as *Munshies* ? If that is so, will not these V. H. men clamour ?

PRESIDENT : What is meant by V. H. men ?

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Those who have passed the Vernacular Higher Examination.

Will not these V. H. men make the same clamour tomorrow ? Will it be possible for the department to satisfy the claims of all these men?

MR. C. P. THOMAS (*Nominated*): According to the present system I do not think it will be practicable to transfer these teachers from Vernacular schools to English schools. Personally, I think it is good if such a system can be devised. I think Vernacular Higher men are as good as, if not better than E. S. L. C. men for teaching non-language subjects in the Vernacular.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Does he therefore propose any solution for the situation ?

MR. C. P. THOMAS (*Nominated*): I have not thought about that question.

MR. A. K. PILLAI (*Karunagapalli*): I rise to support this resolution. In my opinion, the resolution deserves more serious consideration than it appears. It implies much more than it attempts to express. If the argument was that the qualifications of the two sets of men remain the same, I would not say it will deserve any serious consideration. If there are ever so many cases in which when men with equal qualifications happen to be under different conditions of pay and privilege, that is easily conceivable. My point is that they are doing exactly the same work in the English school and in the Lower Grade Elementary school. There is no difference whatever with regard to the teaching of subjects or with regard to the method of teaching. English teachers in Vernacular schools are teaching only English. But in the Lower Grade Secondary schools all other subjects are taught in the Vernacular. Only the English language is taught in English. Here is a distinction.

MR. M. SUBRAHMANYA PILLAI (*Agastisvaram*): Is the member aware that in Vernacular schools, E. S. L. C. holders are not teaching English alone ?

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MR. A. K. PILLAI (*Karunagapalli*) : Yes, I am aware of that. When there is spare time, they are given other subjects also. There is no difference with regard to the method of teaching. Here we perpetuate a distinction. The only difference is that one class of schools is called Vernacular schools and the other English schools. The prestige goes to the mere fact that they are called English schools. The denomination 'English' has a superiority, or rather a prestige of its own. I do not at all agree with my friend Mr. Mammen Mapillai when he said that he is pulling down 'vernacular.' I say that his speech is pulling up the word English. Otherwise, there is no difference. My suggestion, Sir, is this. When there is no difference between the subjects or method of teaching in the Elementary and in the Lower Grade Secondary schools, why not amalgamate both? The problem of 160 teachers is not the only problem. There are Drill Masters and Drawing Masters. If a Drill Master is taken in an English school he is paid more. But a man whose work is the same and has the same qualification, if he is taken in the Vernacular school, is paid much less. It is just to perpetuate the prestige that they are paid more. There is no meaning in it.

MR. C. P. THOMAS (*Nominated*) : Has the member considered the financial aspect of the question?

MR. A. K. PILLAI (*Karunagapalli*) : I have considered the financial aspect of the case and at present there is no disadvantage whatever But, on the other hand, there is a very great advantage. This distinction must be abolished both in the interests of Vernacular education, and in the interests of the teachers. In England, a University Professor is paid between £ 284 and £ 400 while a teacher in the Elementary school gets £ 220 to £ 250 a year. If you strike the average, the teacher in the Elementary school gets 60 per cent. of the pay of a Professor in the University. Now, this is the case that obtains there. There is no distinction maintained there between teachers in Elementary schools and Secondary schools. That must be appreciated in the first instance. My submission therefore is to abolish this distinction at least so far as the Elementary schools and the Lower Grade Secondary schools are concerned. This is the way to tackle the problem. Let us not call these latter 'Lower Grade Secondary institutions' at all. Let them be amalgamated. All the Secondary schools must start with fourth form standard because the qualifications of teachers happen to be similar. The only difficulty is that the teachers in the English schools are now getting greater privileges and higher pay while their poorer brethren in the Vernacular schools are getting only Rs. 12 or Rs. 15 or Rs. 18. So let us abolish that altogether. If we are not in a position to pay at the present rate, let us come to a compromise. Bring down the pay of the Secondary School teachers and make it equal to those obtaining in the Vernacular schools. Let us not create any sort of distinction, any source of bitterness. Let us make them feel that they are equally respected, that their work is equally appreciated and then they will have greater self-respect and greater regard for their work.

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MR. K. SIVARAMA PANIKKAR (*Shertallai*): What does the member say about the disparity of fees in Vernacular schools and English schools?

MR. A. K. PILLAI (*Karunagapalli*): It is only an accident. So, abolish that distinction. If we do so, then the fee could be made uniform, there would be uniformity in the pay of the teachers and also uniformity in the qualification of the teachers. When there is uniformity in the qualification and uniformity in the work, they cannot be paid differently. As I said at the beginning, there is a distinction between the Vernacular schools and the English schools and that distinction must be abolished immediately. I do not want to take up any more time.

PRESIDENT: The House will now adjourn and meet again at 15 minutes to 3.

The House adjourned for lunch at 1-55 P. M. and met again at 2-50 P. M. with the Deputy President in the Chair.

MR. C. P. KOCHUKUNJU PILLAI (*Kottarakara-cum-Kunnattur*): There is one other argument of Mr. Krishnaswami Aiyar that remains to be answered. He said in the course of his speech that the undergraduate teachers in the Vernacular schools have got their chances of promotion to the posts of clerks in the Assistant Inspectors' offices as also to the posts of Headmasters of Vernacular schools. I submit that that argument cannot stand, for the number of undergraduate teachers that are now in the Vernacular schools as he has put it yesterday is about 150 or 160. I believe the number of posts of Headmasters cannot be even near a number like that. Further, there are very many schoolmasters in the same ranks and who have passed the Elementary School Leaving Certificate Examination or the Vernacular Higher Examination. If these people have to find a place for the posts of Headmasters and for the posts of clerks in the Assistant Inspectors' offices, I ask Mr. Krishnaswami Aiyar, where are the posts for those who have passed the Vernacular Higher Examination? Further, it has to be known that the undergraduate teachers who are appointed in Vernacular schools are intended for the specific purpose of teaching English and English alone. They are not generally given promotion to the posts of Headmasters. That is what I know from my own experience. Again, when such a circumstance exists that these posts have to go to other teachers, the undergraduate teachers in the Vernacular schools have to be left as they are. Under these circumstances, I think that argument of Mr. Krishnaswami Aiyar cannot stand.

Of course, the other points raised by him have already been answered by the previous speakers and I do not want to speak anything more on them. With these few words, I support the resolution.

MR. CHANGANACHERY K. PARAMESVARAN PILLAI (*Quilon*): Sir, I have great pleasure in supporting the resolution moved by my friend

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Mr. P. K. Narayana Pillai. Though apparently it is a very simple proposition, it has raised a lot of objections from the Director of Public Instruction. There are one or two objections of his which appear to me to be reasonable and worthy of consideration. He said that the English teacher in Vernacular schools not having facility of association with other English-knowing teachers, as the Vernacular school teachers are mostly people without any knowledge of English, the quality of the teacher is likely to deteriorate, and in course of time he is likely to become unfit to be raised to a place in an English school. I think that there is some force in this objection. But I think the Director will have also taken into account that in course of time when the quality of the teacher deteriorates the quality of his teaching though in the Vernacular school will also deteriorate He will in course of time become unfit to teach English even in the Vernacular school. Therefore, instead of allowing him to deteriorate like that, the best thing would be to relieve him from the Vernacular school as early as possible and give him a chance of being transferred to an English school where he will have an opportunity to associate himself with people who know English and to improve his knowledge of English and his quality of teaching English also. Therefore, the very objection that was raised by Mr. Krishnaswami Aiyar to the transfer of the Vernacular school teachers engaged in teaching English in Vernacular schools to the English schools is a reason for transferring the Vernacular school teacher from the Vernacular school as early as possible to the English school. Thereby, the teaching in the Vernacular school also will greatly improve.

The most formidable objection which Mr. Krishnaswami Aiyar raised and which he himself called the most powerful objection, was the difficulty of co-ordination of appointments in the Vernacular and English schools. There is likely to be, according to him, a conflict between the Inspectors of Vernacular and English schools in regard to the making of these appointments. It appears to me that the best solution of that difficulty is not to entertain English School Leaving Certificate holders directly in the English schools but to allow them to start in the first instance in the Vernacular schools and from there, as vacancies occur in English schools, to transfer them to the English schools. No doubt, this will mean the transfer of the right of patronage in so far as these 160 or 170 teachers are concerned from the Inspector of English Schools to the Inspector of Vernacular Schools. I think that the Inspector of English schools can certainly afford to ignore the loss of this patronage. He can still retain in his hands the right of selecting teachers from among these 160 teachers in the Vernacular schools. I think it is better that he remains satisfied with that amount of patronage for the benefit of the schoolmasters themselves as well as for the better teaching of English in Vernacular schools.

The other suggestion made by Mr. Krishnaswami Aiyar that he may have to keep the right of appointing these undergraduate teachers both in the English and in the Vernacular schools in his own hands may also be considered. If he thinks that that is the better course, that

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[Mr. Changanachery K. Paramesvaran Pillai.]

may be adopted and this conflict in the appointing authorities need not stand in the way of making this desirable reform.

Mr. Krishnaswami Aiyar's objection that usually it is the best among the Secondary School Leaving Certificate holders that are taken into English schools and therefore generally the quality of teachers in Vernacular schools is lower than that of teachers in English schools does not very much appeal to me, because it is not like a selection of timber at a depot where all the timber from the hills is collected together at a particular place and at one particular period of time. Selection is made by the Public Works Department first, next by the Maramat and Palace authorities, then by special concession-holders and lastly all the rest of the lot are auctioned. It is only very rarely that a vacancy or two occurs in the English schools, and then a few people apply. It may be the very best from among those who apply are chosen for the posts. But that does not mean that they get the very best who are turned out every year. I think a large number of them with very high qualifications are also entertained in the Vernacular schools and there will be no difficulty at all in selecting from the Vernacular school teachers fit for the English schools. I do not think the efficiency of the English schools will suffer on that account.

Other irrelevant issues have also been raised such as the general raising of the standard of the pay and prospects of the Vernacular school teachers. That question is a very broad one and does not arise for consideration in this matter. For, that has been referred to a committee for devising ways and means for improving the pay and prospects of the Vernacular school teachers and that will come up for consideration in due course before the Government. The only question now before us is whether in the meantime it is not possible to give minor reliefs to the Vernacular school teachers and one of those reliefs is what has been suggested in this resolution and I do not see why this resolution itself should not be considered on its own merits before we take up the broader and wider question of improving the pay and prospects of the Vernacular school teachers. I think these are the main objections raised against this proposition and I think they are not so very insurmountable or unanswerable and as far as I can see, there is no great impediment in the acceptance of this resolution.

MR. M. SIVATANU PILLAI (*Tovala*): Sir, I support the resolution and agree with Mr. A. K. Pillai in the sentiments that he gave expression to. Apart from the question of finance, he was laying stress upon the distinction maintained between the teachers in the Vernacular schools and English schools who have identical qualifications. This sort of distinction has been primarily responsible for a good deal of want of appreciation on the part of the public of the work done by these gallant men in the elementary schools. Sir, in my part of the country, *i. e.*, South Travancore, these Vernacular school teachers are known in Tamil as *Tanas*. If you recall to your mind, Sir, the Tamil letter in 'T' it can be conceived as consisting of two lines at right angles

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to each other. This nickname arises from a story which will be very interesting and it is this. There was at one time a vernacular tutor to a prince. When his Exalted Highness was seriously discussing State matters, this Vernacular teacher entered the darbar hall, and as soon as he was seen by the prince, he was asked by show of face, after returning his bow, to take his seat on the right side and this could be imagined as drawing two lines at right angles to each other almost akin to the letter *Tana*. The Vernacular teacher not understanding what it was, thought that the prince wanted him to teach the letter *Tana*. Therefore, he at once began to repeat "Tana, Tavanna", etc. That is the kind of ability more or less supposed to be possessed by the Vernacular school teacher. They are given this lower pay and status not for want of talents, but because they have been kept by mere chance to give instruction to the people in the Vernacular. In other words, Vernacular is not respected equally as a foreign language—as English—is respected here. Therefore, on the ground of self-respect and regard for our mother-tongue, this distinction should be done away with, whatever the financial aspect of this may be. As these men are rendering yeomen service in the matter of teaching the mother-tongue in the State, there is no necessity to maintain a distinction between these two classes of teachers with the same qualification who are doing identical work. For these reasons, I have very great pleasure to support the resolution.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Sir, before saying anything upon the resolution tabled here, I must, at the very outset, admit that it was impossible for me to arrive at a satisfactory solution on this very difficult resolution. The resolution is apparently very easy to be solved. But I have bestowed some thought over it, and I should admit I have not been able to solve it satisfactorily. It is true that there is a disparity in pay so far as these two classes of teachers who are in different schools are concerned. It is not because the examination qualification of one class of teachers is in any way superior to the other. But I suppose it is because, by a freak of fortune, one class of teachers happen to be in one class of institution and the other in another class. As for efficiency, if efficieny is gauged by the results of examinations in the two different sets of schools, I submit that the standard that is obtaining in English schools is decidedly superior to the standard that is obtaining in Vernacular schools. That is no reason why English School Leaving Certificate holders who are teaching English in Vernacular schools should be considered in any way inferior. There is another reason for it. In an English school, he has to take English alone 9 or 10 periods in a class, whereas in a Vernacular school not more than 5 periods at any rate are devoted for the teaching of English. I suppose that this should be primarily responsible for the difference in the standard that is obtaining in the two schools. However, we must admit that these two teachers are doing the same kind of work although in two different schools. Equity therefore requires that they should be treated equally. That amounts to saying that some increment, some pay more and an equal status, should be given to teachers in the Vernacular schools. This

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[Mr. K. Sivarama Panikkar.]

cannot be solved unless I catch the idea of my friend Mr. A. K. Pillai by placing the two schools on the same scale, on the same *cadre* with regard to pay. Here too, this resolution, I think, is not far from the resolution *re* Sirkar *satrams* that we dealt with yesterday. Here also it is a question of equality of rights. Whereas a class of teachers who are teaching in English schools are getting Rs. 25 to Rs. 40, the same set of teachers who are teaching in Vernacular schools get only Rs. 18 and nothing more. This is evidently, on the face of it, very unfair. Then, how can this problem be solved, I ask? Is it to be solved by transferring the Vernacular school teachers to the English schools? If that is so, we are doing injustice. Because it has been admitted that the English school teacher is to some extent more efficient than the Vernacular school teacher. If so, we are taking away efficiency by transferring the Vernacular school teachers to the English schools. Therefore, what shall we do? Shall we raise his pay and make it equal to the pay of the teacher in the English schools? That seems to be the only solution; but there crops up another difficulty, the difficulty of financing it. How can we find funds for that? So, in this way, if we begin to argue, I am sure we shall not be able to arrive at a fair conclusion. It was in that way that I argued the question, as I have said, at the very beginning, and I have not been able to arrive at a satisfactory solution. So, if I suggest anything by way of solution in regard to this subject, it is only by recommending the transfer of a fair percentage of teachers in English schools who hold English School Leaving Certificates to the Vernacular schools as well, as by transferring the teachers in Vernacular schools who hold English School Leaving Certificates to English schools without impairing the efficiency of both the institutions. That is all I can recommend. By so doing, it has to be admitted that the English School Leaving Certificate holding teacher who comes from the Vernacular school may not be as efficient as the English School Leaving Certificate holding teacher in the English school, because, all along, the latter has been teaching in the English school and his environments have been quite different and they may be conducive to his efficiency. Therefore, without impairing the efficiency of both the institutions, we shall try to take a fair percentage from the Vernacular schools to the English schools, as vacancies arise there. At the same time, it should be recognised that the English School Final Certificate holder in the Vernacular school is not at all different in status from that of the English School Leaving Certificate holder in the English school, and I hope the Director will not object to the idea of taking at least a fair percentage of them when vacancies arise in the English schools. In the Judicial Department, recruitment is done half from the Bar and half from the department. I therefore say that some such arrangement should be made here also.

I understand that, after all, there are not more than a dozen trained English School Leaving Certificate holding teachers in the Vernacular schools. If the Director agrees to this idea of transferring these men to the English schools as vacancies arise and at the same time transferring

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the English School Leaving Certificate holding teachers to the Vernacular schools, giving them the same pay they were getting there, as Mr. C. P. Thomas said, and doing the same in the case of others as soon as they are trained, we shall be able to get over this difficulty.

If my esteemed teacher Mr. P. K. Narayana Pillai is willing to accept the position that I referred to here, I heartily support the resolution. As it is, I must say that I am against the idea of transferring all the English School Leaving Certificate holding teachers from the Vernacular schools to the English schools all at once, as it will create a lot of difficulties. That means, we will have to take every English School Leaving Certificate holding teacher in the Vernacular school to the English school, which again means that the Vernacular schools become the training ground for teachers in English schools. That is not a sound policy. Again, in course of time, we will have to eliminate all these men. Then the question of equality between the V. H. man and the English School Leaving Certificate holder will crop up, and it is very difficult again to solve who is superior. As a matter of fact, the question actually cropped up in the Committee. Though it is confidential, I beg to state that some held the view that the Vernacular Higher Certificate men are inferior to English School Leaving Certificate men and others held that they are equal. Mr. P. K. Narayana Pillai said that they should be considered equal. If it is so, why not V. H. men come tomorrow and say that "let us also be recruited to the English schools and given the same pay." Why should there be a differentiation of pay between V. H. men and English School Leaving Certificate men is a wider question at this stage. I therefore think that it is not a question of 160 E. S. L. C. holders. The other is a much wider question for this House or the Government to consider. As Mr. A. K. Pillai said there is the Drawing Master and the Drill Master and all those people who will bring forward the same complaint. The Drill Master in the Vernacular school is getting Rs. 14 whereas his brother in the English school is getting Rs. 40 and therefore he will ask to be transferred to the English school. All these difficulties will have to be solved before a decision is arrived at.

MR. A. K. PILLAI (*Karunagapalli*): May I ask the member whether he will be pleased to substantiate his statement that the environments that obtain in the Vernacular schools are conducive to produce inefficiency?

MR. K. SIVARAMA PANIKKAR (*Shertallai*): After all, I must say that as conditions now stand, the pupils that seek admission to the Vernacular schools are of a very poor stuff. The intelligent pupils go to the English school. Those who resort to the English schools are *generally* sons of rich people and those who go to the Vernacular schools are *generally* the sons of the unintelligent and labouring classes.

MR. A. K. PILLAI (*Karunagapalli*): Does he seriously maintain that intelligence goes necessarily with wealth?

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MR. K. SIVARAMA PANIKKAR (*Shertallai*): Never, never. I am speaking of environments. The parents of the poor pupils will go about begging in order that their children may be sent to the English schools; so much so that the stuff that we get in Vernacular schools is of a very poor quality. If you will see the results of the examinations conducted, you will note every year that there is a large percentage of passes in the English schools, whereas in the Vernacular schools the percentage is very low. This must be due to the stuff of the teacher or of the pupil. The stuff of the teacher may be very poor or of the pupil may be very poor. However, I believe it is due to the poor quality of the pupils.

DEPUTY PRESIDENT: Your time is up.

MR. A. K. PILLAI (*Karunagapalli*): I just want to put one question. I want to know whether the students of the Engish schools have not passed through the Vernacular schools at any time.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): He refers to the primary classes. That is a thing which is indispensable. But I wish to bring to his notice that there are students who go to the English school by private study without seeing the doors of the Vernacular school. I believe, my friend is now convinced of the poor quality of the Vernacular school pupil.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Sir, I have to begin my reply by pleading to a charge levelled against me by the learned Director of Public Instruction. He observed at the commencement of his answer to my resolution that I did not attempt to support the resolution with any reason—

(MR. G. PARAMESVANAN PILLAI (*Neyyattinkara*): Louder, please).

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): In making that charge, I am sure he himself would not have put much faith in that charge, for if he had firm faith in his position he need not have alleged any reason to controvert my proposition. But I found, as I submitted, he was labouring to pile up argument after argument though I did not urge anything to support my position.

DEPUTY PRESIDENT: If the other side is called upon to oppose a resolution, it must have a case.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): If my resolution was unsupported by argument or reason, he could have asked the House whether it would accept my bare resolution. Evidently, he thought he was not on safe ground and that the House would support my resolution. The statement of facts accompanying the resolution was quite sufficient to convince a House composed as this is, how unfair the whole situation is. The Director himself ultimately admitted that there is something to be said in favour of the resolution. The Government have been trying with as much zealousness as they are capable of to remedy the situation. It was pointed out for conspicuous attention that three people have, as a matter of fact, been appointed out of the 160 teachers labouring under this difficulty, and that the Government have been good

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enough to appoint these three recognising the need for transfer as the resolution seeks to recommend in this respect. Now may I point out, Sir, that the statement that three people have been appointed requires some further explanation to show the mentality of the department. These three people, I understand, have had something to do with military service in Mesopotamia and other parts of the world and the general pressure in support of the military people made it necessary for the Government that these people should not be ignored by the English section of the department. That was the way how they got it. I am speaking open to correction. If the Director says that I am incorrect, I am prepared to withdraw that statement. Therefore I am submitting, as I submitted during the course of the argument, that I have made out a very strong case in support of the resolution and it now lies upon the department to justify the action and the principle that they are following with respect to the E. S. L. C. people employed in the Vernacular schools.

Now the burden of proof being shifted on to the opposite side, let us examine the arguments put forward by Mr. Krishnaswami Aiyar. They have fortunately been met and laid bare by some of the members on this side of the House. One of the strong arguments that Mr. Krishnaswami Aiyar advanced had relation to the fact that there is what is known as the atmosphere surrounding the Vernacular school quite different from the atmosphere pervading the English school. That is an unconcious confession to strengthen the resolution itself. As was pointed out by Mr. Changanachery Paramesvaran Pillai that is the very reason why these teachers employed in the Vernacular schools stand in need of relief. I go a step further, Sir, and point out not only the need but the moral responsibility on the part of the Government to do the needful in this particular situation. The teachers employed in the Vernacular schools and the teachers employed in the English schools start from the same starting point. Their qualifications have been practically agreed to be the same though Mr. Krishnaswami Aiyar still entertains some doubt on which I shall have my say later on. Let us assume that the man in the Vernacular school and in the English school start from the same starting point. The man in the English school thrives. He finds himself in a better atmosphere and goes from stage to stage improving his fortune and probably congratulated by the authorities concerned. In the other case, his brother also starts from the same starting point. He enters the Vernacular school. Then he is being surrendered to the atmosphere of the Vernacular school. And after you surrender him to the atmosphere of the Vernacular school, you begin to find fault with him.

DEPUTY PRESIDENT: That is so everywhere. People starting from the same starting point may not reach the same goal.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): They may not. But let not the State encourage that vicious principle.

MR. G. PARAMESVARAN PILLAI (*Neyyattinkara*): May I point out to the member that if they were given equal opportunities, they would reach the same goal?

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MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): That is exactly what I am at. This man, given his opportunities, would never deteriorate. He deteriorates because of the demands of the State service. He is like the man working in a coal mine. You ask a man to enter the coal mine and make him work almost to the point of suffocation. Then you say that the man is at the point of suffocation and therefore may be left to himself, being an inferior variety of human being. If the employer tells him so, it would be very strange. A man who would have been getting on better elsewhere gets into a depressing atmosphere as Mr. Krishnaswami Aiyar had described it. He suffers, gets deteriorated and ultimately he is stamped as an inferior variety of human being emerging out of the atmosphere of the Vernacular school. (*Laughter from the Visitors' Gallery.*)

DEPUTY PRESIDENT: The visitors are expected not to exhibit approbation or disapprobation of the remarks made by any member.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Sir, on whose behalf is this deterioration with open eyes undergone by this unfortunate teacher in the Vernacular school? It is on behalf of the State. The State wants to employ the English School Leaving Certificate holder in the Vernacular schools and after some time they stamp him as an inferior teacher. He teaches; he suffers on account of his low pay, and for all that he is branded as an unworthy, good-for-nothing sort of a fellow. Under the circumstances, even if the charge levelled by Mr. Krishnaswami Aiyar—which I fear is much exaggerated—against the Vernacular school teachers is true, I am submitting to the moral sense of the House that there is a moral responsibility laid upon the shoulders of the Government to see that ample reparation is made to those who have undergone deterioration willingly as teachers in Vernacular schools. When Mr. Krishnaswami Aiyar urged that as an argument, it was really in my favour.

DEPUTY PRESIDENT: You are capable of twisting any argument in favour of yourself.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): This is a strong point in my support.

Then Mr. Krishnaswami Aiyar said that, looking at the quality of the teacher in the Vernacular school and the teacher in the English school, some difference may be observed. When I wanted to know from the learned Director whether he has got the necessary horse and lance for the attack, he said that he had but a hazy recollection of what Mr. Mammen Mappillai, Vakil of Tiruvalla had been able to demonstrate to the Government authorities as well as to a crowded house in the Popular Assembly. Yet, all the same, he would adhere to that aspect of the matter. I am submitting, Sir, that the charge has yet to be made out. If I recollect, the fact is—I am open to correction again—that until the year 1915 the School Leaving Certificate simply held out the prospect that the successful candidate was eligible for admission to the State service. There was a circular known as Circular No. 10 of 1915 by the Director of Public Instruction in Travancore where, for the first time, an innovation was made and that is to the effect that in the matter of English, Mathematics and

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Malayalam, for purposes of appointment in the State Educational service, the successful candidate must have got at least 5 marks more than what is known as the State average. Ever since 1915, this principle was followed for the purpose of appointing teachers in English and Vernacular schools. Therefore, so far as the starting point is concerned, where does the difference come in? I fail to notice any difference whatsoever.

Let me also furnish another test. I understand, Sir, that, in spite of all the deterioration of the Vernacular school teachers, at a subsequent stage in the career of these teachers, there is the possibility of competition between them, and that is in the training school. It is only after 10 or 11 years that a teacher is sent to the Training College for being trained. There, competition is possible between English E. S. L. C. man and the Vernacular E. S. L. C. man, and, judged by the result achieved this year, the Vernacular school E. S. L. C. man has beaten his compeer in the English school in so far as the ability in teaching is concerned. So, in spite of the deterioration, what we see is that, owing to the main strength of his natural equipment, the Vernacular School E. S. L. C. man is able to come out at the top. Therefore this charge of inaptitude and morbidity in mental outfit owing to invisible atmospheric pressure and all that, I would submit, does not really count as any valid argument. (*Laughter*).

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): May I know who are those Vernacular School E. S. L. C. holders who have topped the list?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Unfortunately, I do not know their names. But I have got reliable information, as I take it, to that effect. If Mr. Krishnaswami Aiyar calls that in question subsequent information may be collected and names may be supplied to him. I should like to know whether he challenges my statement.

DEPUTY PRESIDENT: He only wanted information.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): I am sorry I have not got the particular information asked for. There is fortunately the Principal of the Training College in our midst. The Director may make the request to him. If the information is within his reach, he will be able to supply it. So far as I am concerned, I am standing upon what I consider a reliable information. *Prima facie*, this charge of inferiority in the qualification or the necessary equipment for the profession is not based upon substantial grounds. Also, I may point out that this method of comparison about which I had to speak on a prior occasion adopted by educational mandarins is unacceptable. What do they do in the matter of instituting a comparison? The student who has passed in one year is compared to a student who has passed in a different year. Is such a method of comparison fair? Some of us have passed out of colleges in different years. If we are going to be compared in respect of the marks that we have obtained in our respective years, wonderful results would be arrived at. Even with respect to some of the best students, as they come out, it may be that higher marks have been obtained by other students in other years. One man might just be third

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[Mr. P. K. Narayana Pillai.]

or the fourth in the pass list. According to the educational authorities in Travancore, they would go in for the subsequent man because he has higher marks. All the world may adjudge otherwise. But, all the same, the marks secured subsequently will be a potent factor according to the method of comparison for the purpose of appointment here. That is an unfair test. That this method of comparison, namely, comparing the certificates of students who have passed out of the educational institutions in different years in different circumstances from different institutions and under a variety of other differing factors, as different textbooks, different methods of teaching and all manner of different things—when no moment is like another moment,—(*Laughter*) should be regarded as an unfailing test to judge the capacity and efficiency of teachers, is quite astonishing. Therefore that is not warranted. These are the main grounds my friend urged in opposing my motion.

It was also suggested that there is hardship to the acting men. Who is responsible for this situation? As to that, one statement in Mr. Krishnaswami Aiyar's arguments I am prepared to adopt as correct and true. He observed during the course of his lengthy speech that there is what is known as the question of patronage in the Education Department also, implying thereby that the Inspector of English Schools and the Inspector of Vernacular Schools have both got their patronage and that to ask them to surrender it is rather hard. That is at the root of the whole mischief, to put the matter plainly. (*Laughter.*) For, if the Inspector of English Schools wants to appoint anybody ever so legitimately, to say that he should have his freedom curtailed by the principle that the deteriorating man in the Vernacular school should be preferred is certainly a restraint which will be resented by him like all other persons with a distinct sense of their own influence and extent of patronage as items of importance. In such a case, I can clearly understand, Sir, that the Inspector of English schools must have been opposing this idea from the very initial stage of this controversy. Comparing the Inspectors of Vernacular schools and English schools there is the preponderance of the Inspector of English schools to be reckoned with. Because he is a man working in a better atmosphere (*Laughter*), and the whole thing is reduced to a matter of prestige between the two. Even if the Inspector of Vernacular Schools plies all his ingenuity or allegiance, he would not succeed and the other man would succeed. The Director, generally an Englishman, adopts the views of the Inspector of English Schools and upon such pabulum the opinion of the Government is formed. It is such an extract that the Director of Public Instruction has been good enough to read to this House. When the Government proceed to say that they are conscious that there is a distinction between the two sets of teachers, they are very much conscious of the officer concerned and not so much of the better stuff, according to Mr. Sivarama Panikkar, in English schools. That is the only purport of the abstract read.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): May I know whether he understood rightly what I meant by the better stuff, whether I meant from the point of view of the student or the teacher?

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MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): This is a strange question. What Mr. Panikkar intended when he used that expression he is now calling upon me to explain. (*Laughter.*)

DEPUTY PRESIDENT: He has ceased to be a teacher long ago so that he cannot teach now. (*Laughter.*)

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Has he understood?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): I understood in my own way; (*Laughter*) otherwise, I would not have spoken in the manner I did.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): What is that way? I fear he has misunderstood me.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): I shall be happy if you can rectify me.

So the quotation from the Government Proceedings in the particular instance cannot be viewed as of any extraordinary weight.

DEPUTY PRESIDENT: Mr. Narayana Pillai, your time is nearly up.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): I am just finishing.

Then there was another aspect brought out during the discussion by Messrs. C. P. Thomas and Panikkar, when they pointed out that the standard of the students in Vernacular schools is not so high as in English schools. That is a point not directly raised by Mr. Krishnaswami Aiyar himself. With respect to that, Mr. Sivarama Panikkar himself ultimately pointed out that the period of teaching in the English school in general ranges from 10 to 12 hours; whereas the period devoted for teaching English in Vernacular schools ranges from his own admission from 3 to 5 hours. Such being the difference of time devoted to the matter of teaching English in such schools, it is no wonder even if there is a difference between the two. That is, after all, not the fault of the teacher, but it is due to the system. So, that is not an answer to discourage the natural aspirations of the teachers in the Vernacular schools. After all, Sir, it may be that here and there individual cases may not be fairly dealt with under the principle that I am pressing upon the attention of the Government. The revolt in this resolution is against a particular course on principle. The Education Department is now following a system in which something like a caste system has been built up. In fact, it may be fairly gatherable from the speech of the Director of Public Instruction himself that the teacher in the Vernacular school is generally considered to be of an inferior variety and so not entitled to anything more than what he gets. He has to rot on Rs. 18, whatever his qualifications, whether he is a trained man or not, for eternity, whereas the man in the English school is generally patted on the back and raised.

MR. A. K. PILLAI (*Karunagapalli*): Would Mr. P. K. Narayana Pillai be prepared to describe it as a black and white policy?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Quite so. I am prepared to adopt it. You may call it by any bad name. (*Laughter*). So

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[Mr. P. K. Narayana Pillai.]

I am submitting, as Mr. A. K. Pillai observed, this invidious distinction has to be swept away. Nobody is going to suffer thereby though Mr. Krishnaswami Aiyar finds it impossible to keep back what he calls the patronage policy or idea. There is a difference of atmosphere. Change the atmosphere if you feel the difference. If you are unable to do it, make the needful reparation to these suffering people. That is my humble prayer in this resolution.

DEPUTY PRESIDENT: Your time is up.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): And I am submitting it for the very kind acceptance of the House.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Sir,—

MR. G. RAMAN MENON (*Mavelikara* cum *Kartikapalli*): Sir—

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): If these gentlemen ask me questions from both sides, how can I answer both at the same time? I have been provided only with one tongue. (*Laughter.*)

MR. K. SIVARAMA PANIKKAR (*Shertallai*): If a similar resolution is tabled with regard to V. H. men in Vernacular schools, will he uphold the idea of encouraging those V. H. men to give them the same pay as V. H. men in English schools?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Similar resolution possibly cannot be tabled with regard to English school V. H. men.

DEPUTY PRESIDENT: He wants to know whether a resolution to give V. H. men in the Vernacular schools the same pay as that of the V. H. men in the English schools will be supported by you.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): I have absolutely no objection to support such a resolution unless militating circumstances are pointed out by somebody.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Is he in favour of transferring V. H. men to English schools under such circumstances?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): I never said that V. H. men should not be taken over to English schools.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): If only particular men are chosen to be transferred to English schools, will not there be a quarrel among the Vernacular school teachers in the matter of their transfers to English schools?

DEPUTY PRESIDENT: That is a hypothetical question with which we are not concerned now.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): That is too far away from our present question.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Is my friend in favour of raising the pay of the Vernacular school teachers to the same scale of pay as that of the English school teachers?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): The V. H. man is at present entitled to certain emoluments in the Vernacular school itself

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and with a view to find out means to improve his position, a committee has been appointed in which myself, my friend Mr. Sivarama Panikkar and the Director of Public Instruction are members.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): May I know how the case of the E. S. L. C. holders in Vernacular schools is different from that of the V. H. men there?

DEPUTY PRESIDENT: I think we are travelling far into irrelevant issues.

MR. G. RAMAN MENON (*Mavelikara* cum *Kartikapalli*): May I remind my friend about the case of the Vernacular school teachers who have passed the *Vidwan* test, *Sastri* test or the Vernacular Higher Examination and who are still drawing lower pay than the *Munshies* in English schools?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): If anybody would grant them more pay, I shall certainly be very glad.

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): Sir, the clever and able advocate that Mr. P. K. Narayana Pillai is, he tried to support his resolution (*Louder, please.*) by stating that, since he was conscious of the inherent *strength* of the resolution, he refrained from advancing any argument in support of it and that since I was conscious of the *weakness* of my position, I advanced arguments against it. In that way, he shifted the burden of proof on the wrong shoulders. (*Laughter.*) Sir, I admit that I cannot stand comparison with him in the matter of dialectical skill. In fact, I have very little of it myself.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Sir, may I request the Director of Public Instruction not to praise me nor to institute any comparison between himself and myself, because I was his devoted pupil? It pains me much when he compares me with him.

DEPUTY PRESIDENT: You are a lawyer; he is not. He compares himself with you only as regards your skill as a lawyer.

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): Such comparisons are inevitable at times, especially when we stand on the floor of this House on opposite sides.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): But, I am not able to lose sight of personal relations, Sir.

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): Passing on to the merits, Sir, I do not think I have much to add to what I have already said. As regards the difference in the pay of the E. S. L. C. holders in Vernacular and English schools, I have to state that it is inevitable. Personally, I should be glad if the difference could be obliterated. But the difference has its origin in the fact that Vernacular schools are meant for poor people and therefore the fees levied in them there are very low. The fees for classes V, VI and VII of the Vernacular schools are only 14, 16 and 18 *chackrams* per month respectively, whereas in the English schools the fees are Re. 1-8 as. for the Preparatory class and Rs. 2 for Forms I, II and III.

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[Mr. R. Krishnaswami Aiyar.]

I therefore take it that it is because of financial considerations that the pay of the teachers in the Vernacular schools has been fixed at a lower figure than that of the teachers in the English schools. If it is possible to effect what some of the members of this House seem to be very much interested in, *viz.*, the amalgamation of the English and the Vernacular schools, then it will be possible to equalise the pay of the E. S. L. C. holders in the two classes of schools. But that will mean the raising of the fees in Vernacular schools; and if you raise the fees in Vernacular schools by ever so small an amount, I am told by Mr. Cheriyan, the Inspector of Vernacular schools, the bulk of the pupils who now attend Vernacular schools will cease to attend them.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Is Mr. Cheriyan the expert in this matter?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): He is the Inspector of Vernacular schools. I therefore think that he knows much more about it than anybody else.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Does he know better than even the guardians of the pupils concerned?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): do not say that. I take him to be a better authority on that matter than any other person unless the contrary is proved.

I was saying, Sir, that the difference in the pay of the E. S. L. C. holders who become teachers in Vernacular schools and those who become teachers in English schools is inevitable in the circumstances under which they accept Government service. Now, what is the remedy? The resolution proposes one remedy for it and the House has to decide whether it is the right one. In the course of my former speech, I stated that the average capacity of the E. S. L. C. holders who are teachers in Vernacular schools is lower than the average capacity of the E. S. L. C. holders who are teachers in English schools. That statement of mine has been challenged by many speakers. I may state at the outset that, although the appointment of E. S. L. C. holders in English schools is made by the Director on the recommendation of the Inspector of English schools, I have not appointed even one single fresh recruit. All such appointments that have hitherto been made have been made by previous Directors. Consequently, I have no personal knowledge of this matter. The previous Directors have left it on record that the average ability of the E. S. L. C. holders in Vernacular schools is lower than that of the E. S. L. C. holders in English schools. They have not said this of each and every individual E. S. L. C. holder. That being the case, the fact that at the Sri Mulam Popular Assembly Mr. K. M. Mammen Mappillai proved that some individual E. S. L. C. holders who are teachers in Vernacular schools have better certificates than certain other individual E. S. L. C. holders who are teachers in English schools, does not affect my argument at all.

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Again, in support of the proposition that there was absolutely no difference in quality between the E. S. L. C. holders recruited to English schools and those recruited to Vernacular schools, mention was made of the fact that, in the training examination of last year, certain E. S. L. C. holders who are teachers in Vernacular schools fared better than certain other E. S. L. C. holders who are teachers in English schools. Unfortunately, I did not anticipate that such an argument would be advanced, and so I have not got the necessary information. As usual, Mr. P. K. Narayana Pillai has shifted the burden of proof on me; but unfortunately I am not prepared to meet that argument. But, even assuming that certain E. S. L. C. holders of Vernacular schools have fared better than certain other E. S. L. C. holders employed in English schools, does it affect my argument? What I stated was that the *average capacity* of the E. S. L. C holders employed in English schools is better than that of the E. S. L. C. holders employed in Vernacular schools. As I have already pointed out, I have no personal knowledge of the matter, since I have not recruited even a single E. S. L. C. holder. My argument was based on the authority of previous Directors who made the appointments. There is absolutely no reason to doubt their sense of responsibility. They would certainly not have expressed that opinion unless they had actually found that that was the truth. The Director of Public Instruction is the head of all the branches of the Education Department and it is not therefore likely that previous Directors would have made a statement which is unfair to a section of the teachers under them. Therefore, notwithstanding the criticisms that have been directed against that particular statement of mine, I still stick to it.

Another argument of mine that has been attacked is the argument that the E. S. L. C. holders employed in Vernacular schools, being in the atmosphere of Vernacular schools, would be found, if after some years we institute a comparison between them and the E. S. L C. holders employed in English schools, to be relatively poor in efficiency even if they were, at the time of their appointment, of equal ability to the E. S. L. C. holders employed in English schools. Mr. P. K. Narayana Pillai in his usual inimitable manner made fun of that particular argument of mine; but I still hold to it.

[C.T.] Mr. Changanachery Paramesvaran Pillai pointed out that the best remedy for this was to transfer the E. S. L. C. holders in Vernacular schools to English schools as vacancies occur and appoint fresh recruits in the Vernacular schools. I admit that, as far as these *teachers* are concerned, his remedy would improve their position. But will it be fair, to the *pupils* of English schools who pay high fees, to have comparatively inefficient teachers appointed to teach them? I, for one, do not think that that would be fair to them. After all, we have to consider the interests of the *pupils* in preference to those of the teachers or those of any other body of men. The E. S. L. C. men who joined the Vernacular schools as teachers did so with their eyes open. They knew, when they

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accepted their appointments, that the prospects in the Vernacular schools are not so bright as those in English schools. Having entered service in the Vernacular schools with their eyes wide open, I do not think there is any reason for them to complain now.

I have already stated, Sir, that, personally, I sympathise with these teachers in Vernacular schools and that I should like to see that something is done to ameliorate their condition. But, I do not think the proper way of doing so is by transferring them to English schools. As I have already stated, the Government have passed orders asking the Director of Public Instruction to transfer deserving E. S. L. C. holders now employed as teachers in Vernacular schools to English schools; and that order is being carried out as far as possible. I said yesterday that, since the issue of that order, three teachers have been transferred from Vernacular to English schools.

MR. K. C. MAMMEN MAPPILLAI (*Commerce and Industry, North*): Are they the military men which Mr. P. K. Narayana Pillai referred to?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): I do not know. In fact, I am not in a position to confirm or to contradict that statement. The reason why only three men have been transferred since the issue of that order is, as I explained yesterday, the fact that the strength of the lower classes in English schools is going down, so much so that the permanent vacancies that occur each year in these schools have to be left unfilled. It was because of this fact that it has not been possible to transfer a larger number of these Vernacular school teachers to English schools. I admit that there are some among these teachers in Vernacular schools who deserve to be taken into English schools. That being the case, the department will, whenever opportunities occur, be quite prepared to consider their transfer. At the same time, as I pointed out yesterday, such transfer must be effected without injustice to those who have already acted for long periods in English schools. Rightly or wrongly, it is only now that this Council itself has awakened to a sense of what it owes to these Vernacular school teachers. But they should not, on that ground, pass a resolution which will have the effect of benefiting one body of persons at the expense of another. Consistent with what the department owes to those men who have taken up acting service in English schools and who have acted in some cases for five and six years in the hope that eventually they will be confirmed in the scale of Rs. 25-50, I have to state that it is not possible to accept the resolution. What Mr. P. K. Narayana Pillai wants is that every qualified teacher must be transferred from the Vernacular school to the English school. What the Government have asked the department to do is to transfer every *deserving* teacher from the Vernacular school to the English school. I do not think I can go farther than that.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): May I know if the Director of Public Instruction agrees to the idea of transferring trained English School Leaving Certificate holders from the Vernacular school to the English school?

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MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): We are prepared to transfer every *deserving* teacher, whether trained or untrained, to the English school. Again, due regard must be paid to those who have already acted as teachers for long periods.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): May I know whether he considers training as essential for teachers?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): Certainly.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): If so, can it not be made a test?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): Training cannot convert a bad teacher into a good teacher. It is helpful to teachers in improving their efficiency. It makes a good teacher better and a bad teacher less bad.

MR. K. MADHAVAN PILLAI (*Trivandrum* cum *Neduvangad*): How do you select men for training?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): We take them according to seniority.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Will the Director be pleased to suggest another test by which we can know whether a teacher deserves to be transferred from the Vernacular school to the English school?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): As far as I can see, teachers so transferred may be placed on probation for a certain period and if found satisfactory, they may be confirmed in an English school. That will be a good test.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): At the initial stage of the transfer, what is the test?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): I suppose the opinion of the Inspector of Vernacular schools will have to be invited.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): What is the basis of his information?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): He is the Inspector of Schools and I think that he is therefore the best authority on that matter.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): So, practically, the whole matter depends upon the Inspector alone?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): That is the only test possible. Teachers who have accepted service in a particular class of institutions, knowing that the prospects are small, complain that they are not transferred to better posts in another class of institutions, knowing that such transfer will adversely affect the interests of the teachers employed in those institutions. I do not know

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what principle of justice is involved in the complaint. The remedy for the complaint will be, as I have said before, to equalise the pay of persons who have the same examination qualification and are doing more or less the same kind of work. The difficulty in that arrangement is a financial one. That is why a committee has been constituted to make proposals for improving the pay and prospects of Vernacular school teachers and suggest ways and means for financing the proposals. I can understand that a principle is involved in devising such a remedy, *viz.*, that men of equal qualification, doing more or less the same kind of work, should be paid the same salary. That appears to me to be a sounder principle than any that may be supposed to be involved in the resolution of Mr. P. K. Narayana Pillai.

I may refer to another class of teachers, that is, *Munshies*. In the current academic year, five *Munshies'* posts fell vacant in English schools, and men for all the five were selected from Vernacular school. Three of them were Vernacular Higher men, of whom two were Headmasters and the third was a *Munshi* in a Training school. We took the two others from Tamil schools. It will not be possible for the department to thus appoint men from outside to all vacancies occurring in English schools. But I mention this fact so that the House may know that the Inspector of English Schools and the Director have not been unmindful of the interests of the teachers of Vernacular schools. Once again, I may assure the House that the Director will take all possible steps to improve the prospects of E. S. L. C. holders appointed in Vernacular schools whenever opportunities occur in future and to the extent it can be done without seriously affecting the vested interests of those who have been acting as teachers in English schools for long periods. Claims for transfer to the English section of V. H. men and *Munshies* in Vernacular schools will also be considered.

DEPUTY PRESIDENT: Do you press the motion to a division, Mr. P. K. Narayana Pillai?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): By all means.

The resolution was put to the vote of the House and carried.

ADULT EDUCATION.

MR. G. RAMAN MENON (*Mavelikara* cum *Kartikapalli*): I beg to move the following resolution :—

This Council recommends to the Government that a fair percentage of their total expenditure on education be set apart for adult education of the labouring classes.

In moving this resolution, I wish to impress upon the attention of the Government the importance of adult education. Education is the training of human beings in the art and science of right living. Mere teaching of writing, reading and arithmetical calculation is but a very small part of education.

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